Research on the PDSIPE Teaching Mode for English Teaching in Applied Undergraduate Colleges

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Abstract: PDSIPE (Planning, Design, Scene, Implementation, Product, Evaluation) is the teaching concept and teaching operation mode implemented by Professor Jungang Duo, which is promoted and tested in Heilongjiang University of Finance and Economics since 2022. The teaching mode meets the needs of application-oriented professional personnel training, and is compatible with local undergraduate colleges in terms of educational positioning, development strategic objectives, and teaching reform. It plays an important role in promoting the teaching reform of application-oriented undergraduate colleges, which is discussed from three aspects: teaching idea, practical operation, and overall evaluation mechanism.

Keywords: PDSIPE teaching; Teaching reform; Personnel training

1. Introduction

Since joining the workforce, the author has encountered many difficulties in college English teaching. For example, the problems include how to comprehensively improve the listening and speaking skills, reading comprehension skills, and translation skills of students with English scores of 30–80 points in the college entrance examination (full score 150), and then improve the passing rate of CET-4 and CET-6 (College English Test Band 4 and 6); and how to combine English teaching with workplace application to help students apply what they have learned. These are the driving force of the author's commitment to teaching reform [1,2].

2. "Pain points" in daily teaching

2.1. The gap between actual learning and curriculum objectives

The basic requirements of the talent training objectives are as follows:

(1) Listening comprehension: The ability to understand simple English conversation on everyday topics; basically understanding the slow speed of oral speech and video materials.

(2) Oral communication skills: Students should be able to carry out a short but multi-turn conversation in English on daily topics and give a simple description or description of general events and objects.

(3) Reading comprehension skills: Basic reading skills on English newspaper articles and other English materials with familiar subject matter and medium language difficulty.

(4) Written expression skills: Writing skills on common practical articles, skills on discussing and explaining a general topic or outline in the form of a short essay.

(5) Translation skills: With the help of a dictionary, students can translate the articles with familiar subject matter, clear structure, and low language difficulty from English to Chinese.

Currently, students lack basic skills in English. The phonetic symbols are incomplete and they have basically no exposure to phonics. They have difficulty in reading words and sentences, let alone reciting them, and they have lost the application of pronunciation skills such as blasting, thus improving their listening and speaking skills is almost out of the question. In terms of reading comprehension, students' vocabulary is generally low and their translation skills between English and Chinese is insufficient, so they cannot complete the reading of newspaper articles and texts. In terms of written expression, most students find it difficult to smoothly express themselves and accurately reflect their inner thoughts. Moreover, certain students lack Chinese ideas for writing requirements [3].

Secondly, due to years of fruitless learning, some students have little interest in English learning and are unwilling to make efforts to improve their grades. These students have low active participation in class. Students often passively learn English for credits and grades, rather than interests and hobbies, so the question and answer session in class often occurs [4].

2.2. Shrinking teaching hours

The duration of college English teaching has been adjusted from 6 periods per week to 4 periods a week and then to 3 periods per week. Before this, sufficient teaching hours were arranged for basic pronunciation, word explanation, grammar, and the cultivation of English-Chinese translation skills, comprehensively reshaped students' English foundation and helped students improve their English application ability. The reduction of class hours puts forward higher requirements for English teaching, and learning is no longer classroom-based, but teacher-led. Thus, an effective teaching method that can improve students' interests in learning and enhance their English application ability is necessary.

There is an urgent need of an effective teaching mode to help students arouse their interest in learning, and take the initiative to complete the tasks of before-class preview and after-class review [5]. The teaching in class should be student-centered and the teacher explains the key and difficult points. The teaching model described as follows is highly consistent with the current learning situation of the school.

3. Introduction to PDSIPE teaching mode

PDSIPE (Planning, Design, Scene, Implementation, Product, Evaluation), short for "Project Action Teaching Theory in Professional Scenarios" or "Project action teaching," was proposed by Professor Jungang Duo in 2013 based on the summary of large-scale education teaching experiments that he organized and led for four years. It is a teaching idea and teaching operation mode formed to adapt to the training goal of application-oriented professionals in the period of higher education popularization. The school began to promote learning and teaching application in September 2022 [6].

The components of PDSIPE mode can be divided into Planning, Design, Scene, Implementation, Product, Evaluation, and six other links. Among them, "Planning" means that learners can stabilize their professional

concepts and stimulate their learning motivation by planning their future career plans; "Design" means determining operational items by setting up occupational work items; "Scene" refers to the actual work flow and work scene of the workplace, creating and recreating the working environment in line with the workplace; "Implementation" refers to the process of transforming a designed project into a product; "Product" refers to the visual material or spiritual product evolved from an operational project; "Evaluation" refers to the value evaluation of the project's product, implementation process, strategy and method, professional ability, attitude formation and change, teaching purpose and other factors [7].

4. Structure of PDSIPE teaching mode

According to Professor Jungang Duo's theory, PDSIPE teaching mode is composed of two basic parts. Firstly, the process of workplace project action, including "start-up preparation, project action practice, project results (ability, attitude, emotion)." The second part is the external and internal "expected events and executive controls" of project actions, as shown in **Figure 1**.
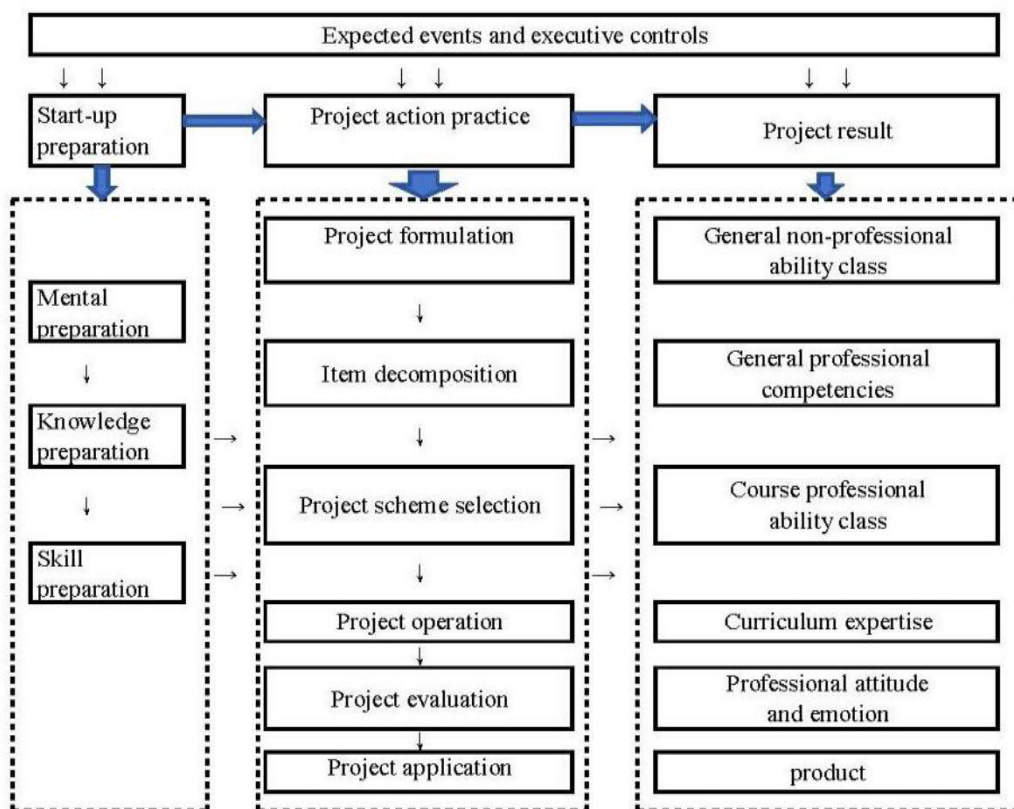
Figure 1. Workplace project action teaching process

In the course of teaching, Professor Duo stressed that this mode requires teachers to improve their design ability (including the design of talent training program and teaching plan for each teaching unit) and classroom control ability, and students should improve their ability to prepare before class, learn in class, and provide feedback after class [8].

4.1. PDSIPE basic teaching process

According to Professor Jungang Duo's theory when promoting PDSIPE teaching mode in Heilongjiang University of Finance and Economics from September to December 2022, the general process mode of PDSIPE teaching steps mainly include six links: career planning, project design, project scenario design, project implementation, project product, and project evaluation.

College English teaching belongs to general education in the school. The teaching materials and teaching tasks are standardized for all students, which do not belong to professional English courses [9]. It aims to comprehensively improve students' English application and practical abilities. Therefore, in the process of promoting the action teaching theory of career scenario project, namely PDSIPE teaching model, students are required to clarify their personal career planning and employment direction. In this way, teachers can design tasks to meet the needs of students according to the employment direction of students in different majors, so that students will have a high degree of follow-up cooperation, which is conducive to the progress of the class. At the same time, practical tasks are assigned in accordance with their own majors in the implementation of the project based on the students' competencies in listening, speaking, reading, writing, and translating [10].

4.2. Application of PDSIPE teaching model in audio-visual English teaching

The author and the team members are all first-line college English teachers and participated in the 3-month PDSIPE teaching training provided by many professors. Our team selected the audio-visual speaking course of college English for the pilot application in our respective teaching classes from March to July 2023.

Planning emphasizes the practicability of the workplace as the basic orientation of education. On the basis of absorbing the academic logic, meticulousness, and systematization of the subject-centered curriculum theory, it sublates and adopts a new logical thinking mode guided by the working process of workplace practical activities to construct the curriculum [11]. In practice, our team plans the course plan of the experimental class according to the talent training plan of the students in each class, the career planning needs of the major, the listening and speaking skills level, and other factors. Taking the insurance major as an example, the training objectives of our audio-visual speaking course are to master basic pronunciation skills and listening skills, understanding low-speed course content, and conducting oral experiments with cross-cultural knowledge. The author's teaching plan involves adding simulated workplace application scenarios and daily English application scenarios according to students' employment direction. The specific design is described as follows.

4.2.1. Design

Our team designed the primary project for workplace oral English, the subproject for interview, accompanying interpretation, and speech, and the subproject for specific oral practice tasks. The course design aims to strengthen the practicability of the speaking part in the audio-visual speaking course. Our current teaching still needs to rely on teaching materials, and audio-visual teaching materials have strong usability in listening, but are often weak in speaking [12]. To be more precise, our oral teaching content does not align with students' future career applications, and is more inclined to the level of daily oral communication. For example, in the first unit of our College English II audio-visual speaking class, the textbook gives four important sentences related to education, such as "We learned about Mayan art in high school." Then, there was an engagement in oral communication with peers. One student asked: "I want to learn... can you teach me?" and another student answered. This kind of content is unsuitable for college students' oral communication. Therefore, our team has improved this part of the teaching content and simulated the workplace scene. Students form a group to write scripts after class, practice, and perform in class, consequently students' interest in oral English has significantly increased, and their oral English skills have also significantly improved. The specific content design is shown in **Table 1**.

Table 1. PDSIPE design of college English oral speaking course

Parent item	Subproject	Descendant project		
Workplace oral English	Interviewing	Huawei finance	Huawei human resource	Huawei administration
	Accompanying	Scene of Harbin International Economic and Trade Fair	Scene of Ice and Snow World	Harbin history and scenic spots introduction
	Lecture	How to view Chinese people buying luxury goods?	Should college students have a part-time job to ease the burden on parents?	Is it too early for high school students to study abroad?

4.2.2. Scene

Scene refers to project scenarios that are in line with the actual work situation for the work posts and workflow of students of different majors. The scenario design of vocational scenario and project action teaching mode is the fundamental task of improving the training quality of applied talents by reproducing the real scene of the course based on the teaching objectives, teaching standards, job ability, and professional quality [13]. On the other hand, we simulated the interview scene in class and carried out the application by group. For example, for the teaching majors of insurance and accounting, the insurance professional teaching scenario provided is to apply for training positions, internal office administrative positions, and business marketing positions in insurance companies. The teaching scene of accounting major is to apply for a financial position in Master Kong and a financial position in an insurance company.

In this session, our team will send the designed task to the students before and after class, and students complete the task in groups. Taking the interview as an example, the given scenario is to interview for different positions in Master Kong according to the majors of the students. The students are interviewing for financial, legal, human resource, and administrative positions. To facilitate the process, about 25–30 students per class are divided into 4 groups, with each group having 6–8 students. The task before the oral practice class is role-playing as the interviewer and the applicant. The students design their own resumes, introduce themselves, collect the background information of the applicant's organization and department, prepare oral dialogues, simulate the interview scene, and upload the oral interview videos. In class, the teacher selects the group with good performance in the video content or one with poor performance to perform the demonstration task. The teacher summarizes the strengths and weaknesses of students' performances in the video and live demonstration.

The action teaching product of college English project is the oral videos submitted by students. This project was promoted from March to July 2023, which is during the summer. Therefore, the oral practice task assigned was to introduce the summer scenery of Harbin. For video recording, some groups chose to climb a mountain in the suburbs, while some chose to visit the central street. Students realized that English learning is no longer confined to the classroom and textbooks, but extends outside the school to the nature. In this process, students experienced and enjoyed the fun of learning English. They not only handed in high-quality homework, but also posted them on social platform, so that more friends could learn about Harbin through the social platform.

The total score of 100 points is divided into the attendance part (20 points), the class performance part (20 points), the homework part (20 points), and the exam part (40 points). The ratio between the total score and the final exam is 1:1, that is, 100 points are converted into 40 points. The final score for other parts out of 100 is also converted into 60 points. The students' performance in class, homework, and exam are all determined by their performance in the project implementation process.

Each part of the grade is the result of the tasks done before and after class, and is determined by the degree to which the project is completed in class. PDSIPE teaching method can effectively integrate students' after-school time, drive students to carry out independent learning, and finally achieve the purpose of

comprehensively improving students' English application ability [14].

5. Phased results

Since the trial of PDSIPE in the first semester of the 2023–2024 school year, students' interest in learning has significantly increased, and rapid classroom interaction has become the norm. Students are initially passive in class performance. However, as all the usual grades are the result of their own efforts, students have to make great efforts to prepare oral content in written form before class, such as interview preparation. Students need to understand the interview process, and prepare the background information of the company (in English), the interview questions (for students who play the role of the interviewer), and a one-minute self-introduction (for the students who play the role of the applicant). At the same time, the whole group of students had to run through all aspects of the interview after class and record videos, as well as prepare class exercises (which were randomly selected and students had no prior knowledge before class), resulting in a lot of pressure in class. Students with good English scores were significantly more excited, and they were the first to interact in class. Near the end of the semester, although certain students lack sufficient regular grades with unsatisfactory final scores of the final exam, most of the students were able to actively and happily accept a large number of after-class learning tasks.

At present, the PDSIPE teaching reform of our team involves the comprehensive teaching of college English and oral speaking course [15]. This paper focuses on the teaching improvement of audio-visual speaking. As for the reform of college English comprehensive courses, our method is to design the overall teaching structure of the course in the plan, and let students complete the explanation of the text after class, with a specified explanation content for each student. In design, the courseware is sent to students before class and each student is instructed to make PPT (PowerPoint presentation) content [16]. Students will prepare PPT explanation video of different contents for this part of the project task after preview, which will last about 5 minutes. The video will be fed back to the teacher at a specified time. During the class, we will randomly ask questions or explain the mistakes in the video explanation, or display the videos of outstanding students. The students who actively cooperated with the presentation scored higher than those who did not. Currently, our team has initially stimulated students' enthusiasm for learning, letting students to take the initiative, and make good use of their spare time. In the next two semesters, we will further promote more detailed applications, such as teachers must go through systematic training of this teaching theory model [17]. Schools need to adjust the entire series of teaching (teaching syllabus, classroom teaching mode, classroom teaching methods, etc.); and carry out necessary teaching environment protection. Additionally, attention is required in the basic information network conditions, movable classroom tables and chairs, multimedia technology equipment, etc., to prepare a classroom suitable for group activity.

The proposal of any theory comes from personal teaching practice and thinking about education, and it is formed by integrating theories from hundreds of schools. Its core theme is to advocate "learning to apply" that conveys a "student-oriented" ideological concept, "learning by doing," and the basic direction of meeting the needs of social workplace, reflecting the concept and development trend of advanced education and teaching in the world. This theory is suitable for the teaching design and activities of the training orientation of applied talents, and for the student-centered, "learning-oriented" classroom teaching and learning. Our team will continue to improve the design and application scenarios on the basis of the existing practice results, and finally achieve the teaching goal of helping students apply what they have learned in English learning.

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Disclosure statement

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